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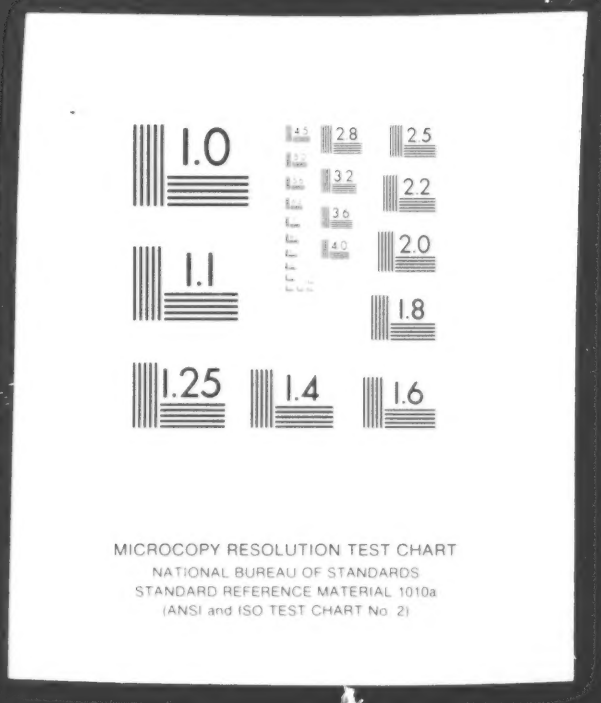
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ABSTRACT

A study is reported whose purpose was to investigate if a relationship existed between Spanish and English language development in young Spanish speaking Mexican-Americans. One half of the children involved in the study were in maintenance bilingual-bicultural programs. The other half were in pull-out ESL programs. Using the descriptive survey design, data were collected from 100 first grade children attending four elementary schools in West Los Angeles County which operated both maintenance bilingual-bicultural and pull-out ESL programs. The Bilingual Syntax Measure English and Spanish tests were administered to the students on a pre- and post-test basis to measure English and Spanish dominance and language development. The Home Survey Questionnaire was developed to obtain demographic information and to determine if all students were from homes where Spanish was the main language. The major conclusions were as follows: (1) Learning two languages simultaneously as in a maintenance bilingual-bicultural program does not retard the development of language skills in English. (2) Exposure to one type of program does not facilitate either English or Spanish language development more than another program. (3) Proficiency in one language facilitates the acquisition of a second language. (4) Intensive exposure to only English does not facilitate English language development more than a maintenance bilingual-bicultural program. (Author/AMH)

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A COMPARISON OF ENGLISH AND SPANISH SYNTACTIC LANGUAGE DEVELOPMENT IN YOUNG SPANISH SPEAKING MEXICAN-AMERICANS IN MAINTENANCE BILINGUAL-BICULTURAL AND PULL-OUT ESL PROGRAMS

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NATIONAL INSTITUTE OF EDUCATION

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SUMMARY

The purpose of the study was to investigate if a relationship existed between Spanish and English language development in young Spanish speaking Mexican-Americans. One half of the children involved in the study were involved in maintenance bilingual-bicultural programs. The other one-half were in pull-out ESL programs. The study asked the following questions: (1) Is English acquired faster in a maintenance bilingual-bicultural program or in a pull-out ESL program? (2) Does knowledge of Spanish interfere with acquisition of English, or facilitate the acquisition of English? (3) What is the overall effect of learning two languages simultaneously? (4) What is the effect of a maintenance bilingual- bicultural program on language development, both English and Spanish? and (5) What is the effect of a pull-out ESL program on language development, both English and Spanish?

Using the descriptive survey design, data were collected from 100 first grade children attending four elementary schools in West Los Angeles County which operated both maintenance bilingual-bicultural and pull-out ESL programs. The Bilingual Syntax Measure English and Spanish tests were administered to the students on a pre and post test basis. These tests measured English and Spanish dominance, and language development. The Home Survey Questionaire was developed to obtain demographic information, and determine that all 100 students were from homes where Spanish was the main language spoken.

The major conclusions were as follows: (1) Learning two languages simultaneously as in a maintenance bilingual-bicultural program does not retard the development of language skills in English. (2) Exposure to one type of program does not facilitate English development more than another program. (3) Exposure to one type of program does not facilitate Spanish language development more than another program. (4) Proficiency in one language facilitates the acquisition of a second language. (5) Intensive exposure to English only as in a pull-out ESL program does not facilitate English language development more than a maintenance bilingual-bicultural program.

MAIN REPORT

Statement of the Problem

According to the 1970 census 33.2 million Americans or roughly 16% of the population speak a language other than English as a native tongue.[1] Spanish, German, and Italian speakers are the most numerous, in that order. By 1973 Spanish speaking people in the U. S. numbered roughly 10,000,000 nationally.[2] This number includes Spanish speaking Cubans, Puerto Ricans, Mexican-Americans, and others. The census bureau further reports that 4.5 million Spanish speaking children under 20 years of age speak only Spanish at home.[3] Of this 4.5 million, 3 million were estimated to be Spanish speaking Mexican-Americans.[4] These numbers point out the need for special language programs for non-English speakers in the U.S., but most especially the need for such programs for Mexican-Americans.

Further, the U.S. Commission on Civil Rights in 1972 found that among Mexican-Americans in the Southwest who were non-English speaking, only 8.2% were involved in some kind of special language program. Of this 8.2%, 5.5% were enrolled in pull-out ESL programs and 2.7% were in some type of bilingual-bicultural program.[5] Clearly there is a great need to establish more educational programs designed to meet the educational needs of these Mexican-Americans. In establishing more educational programs for non-English speaking students, care should be taken to establish programs that will most effectively meet the educational needs of these students, thereby giving them a chance to an equal education.

In January, 1974, the Supreme Court in the case of Lau vs. Nichols[6], established that school districts are compelled under Title VI of the Civil Rights Act of 1964 to provide children who speak little or no English with special language programs which will give them an equal opportunity to an education[7]. In handing down this decision the court stated that, "There is no equality of treatment merely by providing students with the same facilities textbooks, teachers and curriculum; because students who do not understand English are effectively foreclosed from any meaningful education".[8]

Since this decision, pertinent questions that have been raised include whether the learning of English alone will equalize educational opportunity and what role, if any, should be played by the native language and culture in the educational process. Two general types of educational programs have been implemented as a result of the above situation. One has come to be called a Pull-out ESL program, the other a bilingual-bicultural program.

Unfortunately, heretofore the types of programs established for non-English speaking Mexican-Americans have not been based on determination of which approach to the education of these children was the most effective. Rather, they have been based on, and established according to, the availability of state and local funds for such programs as well as federal funding when available. In other words, a local school district receiving one type of federal funds (i.e.Title I) most generally established a pull-out ESL program and a school district receiving another type of funds (i.e. Title VII) some type of bilingual-bicultural program .

Most assuredly, significant decisions regarding non-English speakers and their education will continue to be made from the federal to the local level which will determine the eventual future course of educational programs for non-English speakers. It is therefore imperative that these future decisions be made on the basis of which programs are more effective for non-English speakers and which will ultimately assure them of an equal opportunity to an education in the U.S., rather than on the basis of convenience to

local schools or availability of funds. Most assuredly any decisions regarding the effectiveness of programs for non-English speakers should be based on considerations regarding the total school curriculum and the total school environment. This study, however, examines only one aspect of the total curriculum which is language acquisition. Language acquisition, while it most definitely is just one aspect of the curriculum, is perhaps one of the most important for non-English speaking students and their education.

It is necessary, therefore, to compare and contrast existing programs in order to be able to ascertain which are more effective in meeting the needs of non-English speaking students in the United States, in general, and specifically which are most effective in meeting the needs of non-English speaking Mexican-American students.

STATEMENT OF PURPOSE:

The purpose of this study is to investigate the relationship between Spanish and English language development of young Spanish speaking Mexican-American children involved in maintenance bilingual-bicultural programs and pull-out ESL programs. Specifically the study focused on the following questions:

1. At what rate is English acquired in a maintenance bilingual-bicultural program, and a pull-out ESL program?

2. Do syntactic skills in Spanish facilitate the acquisition of English language skills?

3. Does the development of skills in two languages simultaneously, as in a maintenance bilingual program, affect the English language development of the young Spanish-speaking Mexican-American child?

4. Does the development of skills in two languages simultaneously, as in a maintenance bilingual-bicultural program, affect the Spanish language development of the young Spanish speaking Mexican-American child?

5. Does a pull-out ESL program affect the Spanish language development of the Spanish speaking Mexican-American child?

6. Does a pull-out ESL program affect the English language development of the Spanish speaking Mexican-American child?

DEFINITION OF KEY TERMS:

1. Maintenance Bilingual Program: A school program that makes concurrent use of two languages as media of instruction for a child in a given school in any or all of the school curriculum, except the actual study of the languages themselves.[9]

Formal English language instruction time in Maintenance Bilingual-Bicultural programs ranges from 45 minutes to one hour per day. Other subject matter (i. e., math, science, etc.) is taught in the student's native language (in this case Spanish). Therefore, first grade students in these programs are exposed to Spanish during the greater portion of the school day. Thus the native language is being developed and maintained while the second language is being acquired.

2. Pull-out ESL Program: A method of instruction which attempts to make the non-English speaker proficient in English by concentrating on speaking, reading, and writing skills. English is used almost exclusively, virtually excluding the child's native language. Children involved in such programs are usually required to leave their regular classroom for an hour each day in order to receive special instruction in English language development.[10]

3. Native Language, "Mother Tongue," "Home Language": The first language that the child has learned in the home and brings with him to the classroom. It is considered to be the language most firmly established through the efforts of home teaching.[11]

4. Language Acquisition: The life long process of developing language skills. The development of grammatical form in an established sequence. A person acquires and develops in his/her native language as well as in a second language if given an opportunity to acquire and develop skills in a second language.[12]

5. Language Proficiency: A person's ability in a language which is not native to him/her. Language proficiency should be distinguished from maturational language development. A child learning a second language is considered proficient when he/she speaks as well as a native child of the same age, rather than as well as an adult speaker of the language.[13]

6. Language Deficiency: A person's inability in a language which is not native to him/her. A child learning a second language is considered deficient when he/she is not able to speak as well as a native child of the same age, rather than as well as an adult speaker of the language. A child may be deficient in his/her native language as well. A child is considered deficient in his/her native when he/she does not speak as well as other children of the same age with the same language background.[14]

7. Dominant Language: The area of greater language proficiency. An English speaking person with limited ability in Spanish is English dominant. Conversely, a Spanish speaking person with limited ability in English is Spanish dominant.[15]

8. Language Assessment: The process of determining what language the child understands and speaks when he/she enters school. If he/she knows two or more languages, the process involves determining which one he/she understands and speaks best (language assessment should not be cluttered at this point by judgments about correctness or noncorrectness). In other words, it is a process of determining the child's dominant language.[16]

9. Low Socio-economic Status, Low Income: Used with respect to a family whose annual income does not exceed the low annual income pursuant to section 103 of title I of the Elementary and Secondary Education Act of 1965.[17]

THEORETICAL FRAMEWORK

Research with regard to blingualism and bilingual education has been both controversial and inconclusive. For the purposes of this study the majority of the literature reviewed fell into two parts. The first part dealt with reserach and literature supporting bilingual-bicultural education, and the second with research and literature supporting pull-out ESL programs.

In support of bilingual programs as the best approach to the education of linguistic minorities Modiano's (1974) study in Chiapas Mexico found that native language reading skills facilitate acquisition of reading skills in a second language.[18] Similarly, Tucker and Lambert (1972), in Canada, concluded that students can learn two languages simultaneously without suffering retardation in either. They hypothesize further that bilingualism may even result in increased cognitive ability.[19] A Title VII study in San Francisco (1973) with Chinese children concluded that at the end of 3 school years children in the bilingual programs were four months ahead of children in ESL programs in English reading and 5 months ahead in math.[20] All of the above, then, presents strong evidence in favor of bilingual-bicultural education.

However, there is also a body of literature that supports pull-out ESL programs as being the most desirable means of educating linguistic minorities. Christina Bratt Paulston(1975) states that a child's proficiency in a second language is directly related to the number of years it has been used as a medium of instruction in subject matter other than the language itself.[21] The Rizal study (1968) and the Iliolo study in the Philippines support this hypothesis.[22] Supporters of pull-out ESL programs further hypothesize that a child's native language interferes with his/her second language development and thus should not be used in school (Sampson and Richards 1973,[23] moulton 1966,[24] and Hurwitz 1975)[25] Finally, supporters of pull-out ESL programs hypothesize that bilingual programs will encourage children to depend on their native language and therefore lose any incentive to learn to speak English(Hurwitz 1975).[26]

From the above discussion, it is obvious that research in this field is controversial. The need for further studies in this area is therefore, imperative, and it is because of this need that the present study was undertaken.

MAIN HYPOTHESIS

Hypothesis I : There will be no significant group differences between first grade children in maintenance bilingual-bicultural and pull-out ESL programs in English language development as measured by an item-by-item analysis on the Bilingual Syntax Measure Language Assessment form.

Hypothesis II : There will be no significant group differences between first grade children in maintenance bilingual-bicultural and pull-out ESL programs in Spanish language development as measured by an item-by-item analysis on the Bilingual Syntax Measure Language Assessment form.

Hypothesis III : There will be no significant differences between the first grade child's previous English language acquisition (pre-test responses) and Spanish language acquisition (post-test responses) in maintenance bilingual-bicultural and pull-out ESL programs, as measured by an item-by-item analysis on the Bilingual Syntax Measure Language Assessment form.

Hypothesis IV : There will be no significant difference between the first grade child's previous Spanish language acquisition (pre-test responses) and English language acquisition (post-test responses) in maintenance bilingual-bicultural and pull-out ESL programs, as measured by an item-by-item analysis on the Bilingual Syntax Measure Language Assessment form.

SAMPLING TECHNIQUES

Using a descriptive survey design, data were collected from 100 first grade children attending four elementary schools in West Los Angeles County which operated both maintenance bilingual-bicultural and pull-out ESL programs.

All 100 children in the study shared the following five (5) characteristics: (1) All were dominant Spanish speakers according to the Bilingual Syntax Measure, (2) all belong to the lower socio economic group (3) all were 6 or 7 years of age, (4) all were from homes where Spanish was the dominant or only language spoken and (5) all were participating in the program for the second year.

Subjects for the study were as folows: (1) 100 subjects were chosen, 50 of whom were enrolled in maintenance bilingual-bicultural programs and 50 of whom were enrolled in pull-out ESL programs, (2) one half of the subjects were boys and one half of the subjects were girls, (3) 25 children from each program were identified as strong speakers of their native language and 25 children from each program were identified as dominant Spanish speakers but deficient in the language.

The following sampling procedures were used to collect the above data:

(1) The English and Spanish versions of Bilingual Syntax Measure (hereafter referred to as the BSM) was administered to all first grades in four elementary schools to determine language dominance and proficiency in Sept. 1976.

(2) A 10 question Home Interview Survey developed by the researcher was given to parents of students to determine dominant home language.

(3) Potential subjects were selected and participated for the second year in either a bilingual-bicultural or pull-out ESL program for the 1976-77 school year.

(4) The final 100 subjects were given the BSM Spanish and English post-test in May 1977.

TREATMENT OF DATA

The following procedures were used to collect the data for this study:

(1) The BSM English and Spanish tests were administered to the students on a pre and post test basis. However, the regular BSM scoring system was not utilized in this study. Instead, items on each version of the BSM were categorized according to grammar points and possibility for response and error. Figure 1 in the appendix of this abstract illustrates the revised scoring categories for the BSM English version, and figure 2 in the appendix illustrates the revised scoring categories for the Spanish version.

(2) Subjects were given BSM Spanish and English pre-test, and structural errors (according to figures 1 & 2 in appendix) were identified and listed.

(3) Subjects were given BSM Spanish and English post-test and structural errors were identified and listed.

(4) Total numbers of errors per test form on the BSM English and Spanish pre test were tabulated .

(5) Total number of errors on pre-test form on BSM English and Spanish post test were tabulated.

(6) The results of the above tests were compared in 6 ways:

(1) total errors committed by each child, (2) gross frequency of errors, (3) Pre-test Spanish scores to post-test Spanish errors (Hypothesis II), (4) Pre-test English scores to post-test English scores, (Hypothesis I), (5) Pre-test Spanish scores to post-test English scores (Hypothesis IV), and (6) Pre-test English scores to Post-test Spanish scores (Hypothesis III).

ANALYSIS OF DATA

The following procedures were used to test each of the four (4) hypothesis studied:

I. Hypothesis I

A. The total groups were compared in terms of English language gains. 27 students (14 in ESL & 13 in bilingual-bicultural were eliminated because they did not respond to any question on either pre or post English test.

B, the obtained value of t was .0367, not significant at either the .01 or .05 level. Therefore hypothesis I was accepted.

II. Hypothesis II

A. The total groups were compare in terms of Spanish language gains.

B. The obtained value of t was .0001 not significant at either the .01 or .05 level. Therefore hypothesis II was also accepted.

III. Hypothesis III and IV were tested through an analysis of Split half groups.

A. For hypothesis III, two sets of analysis were made to determine if significant gains in Spanish language development were made by the top 25 students in English pre test in both pull-out ESL and maintenance programs. The t values obtained were 5.53 in the maintenance bilingual-bicultural program and 6.65 in the pull-out ESL program. These values of t were significant at beyond the .01 level. Therefore hypothesis III with respect to these analysis was rejected.

B. No significant gains in Spanish language development were made by the bottom 25 in the English pre-test in both the pull-out ESL and maintenance bilingual-bicultural programs. The t values obtained were 1.28 in the maintenance bilingual-bicultural program and 1.46 in the pull-out ESL program. These values of t were not significant at the .01 or .05 level. Therefore hypothesis III with respect to these analysis was accepted.

C. For hypothesis IV two sets of analysis were also made to determine if significant gains in English language development were made by the top 25 subjects in the Spanish pre-test in both the pull-out ESL and maintenance bilingual-bicultural program. Th *t* values obtained were 5.44 in the maintenance bilingual-bicultural program and 6.16 in the pull-out ESL program. These values of *t* were significant at beyond the .01 level. Therefore hypothesis IV, in the case of these analysis was rejected.

D. Significant gains in English language development were also made by the bottom 25 subjects in the Spanish pre-test in both programs. The *t* values obtained were 6.95 in the maintenance bilingual-bicultural program and 6.97 in the pull-out ESL program. These values of *t* were significant at beyond the .01 level. Therefore hypothesis IV, in the case of these analysis was rejected. Table 1 on the following page illustrates the obtained *t* values for the split half-groups.

TABLE 1

t Values

Groups	t Value	Sig. Level	Hypotheses Tested
BB Top 25 Subjects Pre E Post E	5.53	$p > .01$	III
BB Bottom 25 Subjects Pre E Post S	1.28	N.S.	III
ESL Top 25 Subjects Pre E Post S	6.65	$p > .01$	III
ESL Bottom 25 Subjects Pre E Post S	1.46	N.S.	III
BB Top 25 Subjects Pre S Post E	5.44	$p > .01$	IV
BB Lower 25 Subjects Pre S Post E	6.95	$p > .01$	IV
ESL Top 25 Subjects Pre S Post E	6.16	$p > .01$	IV
ESL Bottom 25 Subjects Pre S Post E	6.97	$p > .01$	IV

N.S. = Not Significant

CONCLUSIONS

The conclusions of the study are as follows:

(1) It was impossible to conclude that one type of program (maintenance bilingual-bicultural or pull-out ESL) facilitated English language development more than another.

(2) It was impossible to conclude that one type of program facilitated Spanish language development more than another.

(3) The study tended to support the theory that proficiency in one language facilitates the acquisition of another language. In both programs subjects who were stronger in Spanish made greater gains in English.

(4) It was impossible to conclude from the study which type of program (maintenance bilingual-bicultural or pull-out ESL) is the most beneficial for non-English speaking Mexican-Americans.

IMPLICATIONS:

This study could not conclude that one type of program was superior to another in developing language skills in the non-English speaking Mexican-Americans studied. However, the fact that the best predictor of English language gains appeared to be proficiency in Spanish, would indicate that study and development in the first language facilitates acquisition of a second language. This evidence would tend to favor the bilingual approach as being more beneficial since the native language is developed in a bilingual program. However, the greatest implication would seem to be that this study should be replicated in other geographic areas and with other non-English speaking populations in order to determine more conclusively which type of program best meets the linguistic needs of non-English speaking students.

Further, it can be implied that further research is needed in order to study, compare, and contrast maintenance bilingual and pull-out ESL programs in other areas. Such studies might examine: (1) the total school curriculum and student achievement in each type of program, (2) student attitudes toward language and school in each type of program and (3) parent attitudes toward language school in each type of program.

This type of cumulative research could possibly provide more conclusive evidence about which type of program is most beneficial.

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APPENDIX

FIGURE 1

Scoring Categories For The BSM English Version

1. Word Order - Only word order following English syntax was scored and tabulated as correct under this category.

2. Pronoun Case - These were scored for case and subject position, and immediately following prepositions. Pronoun case was scored as pronouns appear as simple noun phrases. Regularly elicited were the pairs he-him, she-her, they-them, all were scored and tabulated under this category.

3. Progressive - The present progressive was the only tense systematically elicited, and -ing was scored and tabulated for any progressive tense whether it was past, present or future. Gerunds were not included.

4. Plurals - Long and short plurals were elicited and scored. The short plural elicited was the s (both s and z allomorphs) attached to nouns such as doors and windows, while the long plural included all cases where the (iz) allomorph was required such as in houses or noses, all plurals were scored and tabulated under this category.

5. Auxiliary - The third person singular and plural, as well as the present (is, are) and past (was, were) tenses, were elicited, scored, and tabulated under this category.

6. Copula - As with the auxiliaries, singular and plural, and present and past tense copulas were elicited, scored and tabulated under this category.

7. Article - Both A and THE were elicited, scored and tabulated under the general category of articles.

8. Present Indicative - The present indicative was elicited, scored and tabulated under this category whenever a third person singular or plural noun or pronoun appeared in a subject position immediately followed by a main verb.

9. Past Regular - The /T/ and /D/ allomorphs of the past regular were elicited, scored and tabulated under this category.

10. Past Irregular - This category included main verbs such as ate, stole and fell. Such verbs were elicited, scored and tabulated under this category.

11. Possessive - The possessive marker 's was elicited, scored and tabulated under this category.

FIGURE 1 (cont.)

12. Conditional Perfect - The auxiliaries would and have and the past participle -en were elicited, scored and tabulated under this category.

13. Extra Word - Responses containing an extra word which made the response grammatically incorrect were scored and tabulated under this category.

14. Wrong Language - Responses which contained Spanish words were scored as incorrect and tabulated under this category.

15. Inappropriate Response - Responses which were grammatically correct, but which did not make sense in the context of the question were scored as incorrect and tabulated under this category.

16. Spanish Syntax - Responses which utilized Spanish syntax were scored as incorrect and were tabulated under this category.

17. Incomplete Response - Responses which were not complete were scored as incorrect and tabulated under this category.

18. Prepositions - Prepositions were elicited, scored and tabulated under this category.

19. Negatives - Responses which contained double negatives or incorrect use of negatives were scored as incorrect and were tabulated under this category.

20. No Response - Questions to which the students could not respond were scored as incorrect and tabulated under this category.

FIGURE 2

Scoring Categories For The BSM Spanish Version

1. Word Order - Only word order following Spanish syntax was scored and tabulated as correct under this category.

2. Progressive - The forms -ando and -iendo of the progressive were elicited, scored and tabulated for any progressive tense.

3. Auxiliary - Only the third person singular form of estar was elicited, scored as correct, and tabulated under this category.

4. Copula - Only the third person singular forms of ser and estar were elicited, scored and tabulated under this category.

5. Present Indicative - The third person singular and plural forms were elicited, scored and tabulated under this category.

6. Infinitive - All infinitive forms -ar, -er, and -ir were elicited, scored and tabulated under this category.

7. Adjective Gender - Both masculine and feminine adjectives were systematically elicited, scored and tabulated under this category.

8. Possessive - The possessive de was elicited, scored and tabulated under this category when it appeared in its full form as well as in its elided form del.

9. Conjunction - The word que was elicited, scored and tabulated for its use as a conjunction.

10. Reflexive - The word se was elicited, scored and tabulated under this category, both in verb participle constructions (i.e., caerse), and independently (i.e., se la comió).

11. Article - Articles were elicited, scored and tabulated under this category in two steps. First for their absence and presence; second, if present for number and gender.

12. Present Subjunctive - Third person regular and irregular, singular and plural subjunctive forms were elicited, scored and tabulated under this category.

13. Object Pronouns - The following object pronouns were elicited, scored and tabulated under this category: direct object pronouns (masculine, feminine, singular and plural forms), and indirect object pronouns (masculine, feminine, singular and plural forms).

FIGURE 2 (cont.)

14. Past Perfect Subjunctive and Past Participle - Only the third person singular and plural auxiliary (hubiera - an, hubiese -en) and the past participle ado/ido were elicited, scored and tabulated under this category. Hubiera -an and hubiese -en were accepted as alternate forms.

15. Plurals - Nouns requiring both singular and plural forms were elicited, scored and tabulated under this category.

16. Inappropriate Response - Responses which were grammatically correct, but which did not make sense in the context of the question were scored as incorrect and tabulated under this category.

17. Wrong Language - Responses which contained English words were scored as incorrect and tabulated under this category.

18. Incomplete Response - Responses which were not complete were scored as incorrect and tabulated under this category.

19. Preposition - Prepositions were elicited, scored and tabulated under this category.

20. Preterite - Only the third person singular form of the preterite was elicited, scored and tabulated under this category.

21. Extra Word - Responses containing an extra word which made the response grammatically incorrect were scored and tabulated under this category.

22. Future - Only the third person singular and plural form of the future tense was elicited, scored and tabulated under this category.

23. No Response - Questions to which the students could not respond were scored as incorrect and tabulated under this category.